

Visual Art K-8

Fine Arts
Curriculum Framework

Revised 2014

Visual Art K-8

The Arkansas Visual Art K-8 Framework provides a standards-based, rigorous approach to teaching the visual art. It gives Arkansas students the opportunity to delve deeply into visual art, while giving their teachers the latitude to create an instructional program that demonstrates student learning over time in varied dimensions. The framework supports multiple modes of learning and assessment for the diverse needs of students.

Strand	Content Standard
Creating	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Presenting	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:

1. Each grade level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. Student Learning Expectations (SLEs) may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
CR.1.K.1 Engage in exploration, imaginative play, and self-directed play with materials (e.g., art-making tools and materials, found objects)	CR.1.1.1 Collaboratively engage in exploration and imaginative play with materials (e.g., tower building, outdoor chalk drawings, texture rubbings)	CR.1.2.1 Formulate multiple solutions to an art or design problem through collaboration and brainstorming (e.g., straw or toothpick sculptures, pattern blocks, newspaper inventions)	CR.1.3.1 Extend an imaginative idea into a broader solution (e.g., water color picture weavings, crayon resist, printmaking)	CR.1.4.1 Individually formulate multiple solutions to an art or design problem through brainstorming (e.g., collage combining previous work, paperclip sculpture, found object printing)	CCRA.R.3, 7 CCRA.W.3, 5 CCRA.SL.1, 4
CR.1.K.2 Engage in creative art-making through imagination and/or guided observation (e.g., leaves as collage medium, mark-making)	CR.1.1.2 Develop the skills of observation and investigation for the purpose of creating art (e.g., simple machines, seashells, shapes in nature)	CR.1.2.2 Explore personal interests using a variety of materials resulting in art or design (e.g., trucks, teapots, Minecraft)	CR.1.3.2 Investigate personal interests and ideas using materials and tools (e.g., <i>traditional media, new media</i>) resulting in art or design	CR.1.4.2 Develop personal interests and ideas through meaningful art (e.g., subject matter, <i>traditional media, new media</i>)	CCRA.R.1, 3 CCRA.W.1, 7, 9 CCRA.SL.1, 2
CR.1.K.3 Communicate a story about a familiar place or object through art	CR.1.1.3 Examine the purpose of everyday objects through art (e.g., drawings, diagrams, sculptures)	CR.1.2.3 Repurpose everyday objects into a work of art (e.g., altered books, assemblage)	CR.1.3.3 Construct representations, diagrams or maps of familiar places	CR.1.4.3 Investigate man-made environments (e.g., airports, parks, transportation systems, towns) as inspiration for works of art	CCRA.R.1, 7 CCRA.W.2, 9 CCRA.SL.1, 4,5

Strand: Create

Content Standard 2: Students will organize and develop artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
<p>CR.2.K.1 Experiment with various media using grade-level appropriate <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • drawing • painting • sculpture • printmaking • <i>mixed media</i> 	<p>CR.2.1.1 Explore uses of various media using grade-level appropriate <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • drawing • painting • sculpture • printmaking • <i>mixed media</i> 	<p>CR.2.2.1 Explore personal interests through various media using grade-level appropriate <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • drawing • painting • sculpture • printmaking • <i>mixed media</i> 	<p>CR.2.3.1 Create personally meaningful artwork through various media using grade-level appropriate <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • drawing • painting • sculpture • printmaking • <i>mixed media</i> 	<p>CR.2.4.1 Explore a variety of art-making techniques and approaches through various media using grade-level appropriate <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • drawing • painting • sculpture • printmaking • <i>mixed media</i> 	<p>CCRA.R.7 CCRA.W.2 CCRA.SL.2, 5 CCRA.L.6</p>
<p>CR.2.K.2 Utilize <i>traditional</i> and/or <i>new media</i> and tools safely and appropriately, with guidance</p> <ul style="list-style-type: none"> • <i>conservation</i> • <i>norms</i> 	<p>CR.2.1.2 Utilize <i>traditional</i> and/or <i>new media</i> and tools safely and appropriately, with guidance</p> <ul style="list-style-type: none"> • <i>conservation</i> • <i>norms</i> 	<p>CR.2.2.2 Utilize <i>traditional</i> and/or <i>new media</i> and tools safely and appropriately, with guidance</p> <ul style="list-style-type: none"> • <i>conservation</i> • <i>norms</i> 	<p>CR.2.3.2 Examine, with guidance, safe and responsible use of <i>traditional</i> and/or <i>new media</i> and tools</p> <ul style="list-style-type: none"> • <i>conservation</i> • <i>norms</i> • <i>craftsmanship</i> 	<p>CR.2.4.2 Examine, with guidance, safe and responsible use of <i>traditional</i> and/or <i>new media</i> and tools</p> <ul style="list-style-type: none"> • <i>conservation</i> • <i>norms</i> • <i>craftsmanship</i> 	<p>CCRA.R.7 CCRA.SL.1</p>

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
CR.3.K.1 Describe one's personal process while creating artwork	CR.3.1.1 Explain personal choices (e.g., <i>elements of art, principles of design, creative processes, subject matter</i>) for creating artwork, using art vocabulary	CR.3.2.1 Collaboratively discuss and reflect on choices made in creating personal artwork, using art vocabulary	CR.3.3.1 Revise personal artwork based on insights gained through peer discussion	CR.3.4.1 Revise personal artwork by adding details to enhance emerging meaning	CCRA.R.1 CCRA.W.5 CCRA.SL.1, 2, 4

Strand: Presenting

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
P.4.K.1 Identify reasons for selecting artwork for personal <i>portfolio</i> and display	P.4.1.1 Explain reasons for selecting artwork for personal <i>portfolio</i> and display	P.4.2.1 Explain reasons that selected works of art are valued over other works of art	P.4.3.1 Investigate possibilities and challenges for exhibiting artwork in a variety of methods (e.g., electronic display, <i>portfolios</i> , hanging artwork, visualizing the space)	P.4.4.1 Analyze how <i>traditional</i> and <i>new media</i> impact the preservation and presentation of artwork (e.g., works on paper, <i>digital media</i>)	CCRA.R.6, 7 CCRA.W.1, 2 CCRA.SL.1, 2, 4

Strand: Presenting

Content Standard 5: Students will develop and refine artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
P.5.K.1 Explain the purpose of <i>portfolios</i> , collections, and displays of artwork (e.g., keeping records, showing growth)	P.5.1.1 Discuss various methods of preparing, presenting, and preserving artwork	P.5.2.1 Identify different materials or artistic techniques (e.g., mounting, matting, framing) for preparing artwork for presentation	P.5.3.1 Analyze best practices for presenting and protecting art in various locations and formats	P.5.4.1 Prepare works of art for presentation (e.g., simple matting, labeling, choosing exhibition space)	CCRA.R.1, 7 CCRA.W.7 CCRA.SL.1, 2, 4, 5 CCRA.L.6

Strand: Presenting

Content Standard 6: Students will convey meaning through the presentation of artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
P.6.K.1 Discuss the manner in which exhibited art communicates ideas	P.6.1.1 Analyze how exhibited art (e.g., local murals, statues, temporary exhibitions) communicates ideas about the community	P.6.2.1 Examine the ways that the presentation of artwork can communicate cultural stories and history (e.g., cave paintings, Egyptian pyramids, Toltec mounds)	P.6.3.1 Discuss the manner in which people (e.g., curators, docents) who work in facilities that display art add meaning to the exhibited artwork	P.6.4.1 Discuss the differences in meaning conveyed when art is displayed in a variety of traditional <i>venues</i> (e.g., museums, galleries, private collections)	CCRA.R.1, 3, 7 CCRA.W.7 CCRA.R.SL.1, 4 CCRA.L.6
SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	SLE introduced in Grade 5	

Strand: Responding
 Content Standard 7: Students will perceive and analyze artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
R.7.K.1 Describe, with guidance, the uses of art within one's own environment	R.7.1.1 Compare works of art by multiple artists on similar, familiar themes	R.7.2.1 Discuss the artistic process an artist employs when creating a work of art	R.7.3.1 Search for expressive and <i>aesthetic</i> characteristics in a variety of <i>contexts</i> (e.g., one's environment, one's personal artwork, artwork of other artists)	R.7.4.1 Compare responses to a work of art before and after working in similar media	CCRA.R.1, 3, 9 CCRA.W.2, 7, 8 CCRA.SL.1, 3, 4 CCRA.L6
SLE introduced in Grade 3	SLE introduced in Grade 3	SLE introduced in Grade 3	R.7.3.2 Identify the message communicated by a visual image (e.g., poster art, art prints, graffiti, advertisements)	R.7.4.2 Analyze the manner in which a message is communicate by a visual image (e.g., advertising, brochures, pamphlets, maps)	CCRA.R.2 CCRA.W.1, 9 CCRA.SL.1, 2, 4

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
R.8.K.1 Identify art by subject matter	R.8.1.1 Identify art by subject matter and form	R.8.2.1 Identify art by subject matter, form, and mood	R.8.3.1 Interpret art by considering a variety of components <ul style="list-style-type: none"> • subject matter • form • mood • <i>traditional and/or new media</i> 	R.8.4.1 Interpret art by considering a variety of components <ul style="list-style-type: none"> • subject matter • form • mood • <i>traditional and/or new media</i> • relevant <i>context</i> information 	CCRA.R.1, 2, 3, 9 CCRA.W.7, 9 CCRA.SL.1, 2, 3, 4 CCRA.L.6

Strand: Responding
 Content Standard 9: Students will apply criteria to evaluate artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
R.9.K.1 Explain reasons for choosing preferred artworks	R.9.1.1 Categorize artworks according to reasons for preferences	R.9.2.1 Express preferences about artwork using art vocabulary	R.9.3.1 Evaluate an artwork based on teacher-provided criteria	R.9.4.1 Evaluate multiple artworks based on teacher-provided criteria	CCRA.R.1, 7, 8, 9 CCRA.W.1, 2 CCRA.SL.1, 2, 3, 4 CCRA.L.6

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
CN.10.K.1 Explore ways a story can be told (e.g., visual, verbal, written, performed) through art	CN.10.1.1 Identify places (e.g., home, sidewalk, driveway, library) where students create art outside of school	CN.10.2.1 Develop artwork based on personal observations of surroundings (e.g., playground, landscapes, parades, grocery store, bedroom)	CN.10.3.1 Create art based on personal observations of surroundings, using art vocabulary	CN.10.4.1 Create artwork about community life events (e.g., festivals, traditions)	CCRA.R.1, 7 CCRA.W.3, 7 CCRA.SL.1,2,4,5

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS Alignment
CN.11.K.1 Discuss reasons people make art (e.g., recordkeeping, hobbies, professions)	CN.11.1.1 Identify a variety of reasons that people from different cultures make art	CN.11.2.1 Compare and contrast artwork from different times and places in a cultural <i>context</i>	CN.11.3.1 Explore ways in which cultural <i>context</i> impacts the viewer's response to art	CN.11.4.1 Determine the time, place, and culture in which an artwork was created	CCRA.R.1, 2, 7, 9 CCRA.W.2, 7 CCRA.SL.1, 2, 4 CCRA.L.6

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
CR.1.5.1 Combine ideas to produce a new solution for art-making (e.g., collage, found object art, weaving)	CR.1.6.1 Collaboratively combine concepts to produce a new solution for art-making (e.g., group murals, found object art, recycling)	CR.1.7.1 Apply strategies to combat and overcome blocks in the <i>creative process</i> (e.g., sketching, brainstorming, journaling)	CR.1.8.1 Document the early stages of the <i>creative process</i> (e.g., sketching, journaling, photographing)	CCRA.R.3, 7 CCRA.W.3, 5 CCRA.SL.1, 4
CR.1.5.2 Apply diverse methods of <i>artistic investigation</i> while planning a work of art (e.g., sketching, brainstorming, collaborating, building a model)	CR.1.6.2 Formulate an <i>artistic investigation</i> of personally relevant content for creating art (e.g., interviews, research, surveys)	CR.1.7.2 Develop criteria to guide making a work of art or design to meet an identified goal (e.g., rubric, self-assessment, checklist)	CR.1.8.2 Collaboratively shape an <i>artistic investigation</i> for creating art or design (e.g., dioramas, models, product development)	CCRA.R.1, 3 CCRA.W.1, 7, 9 CCRA.SL.1, 2
CR.1.5.3 Investigate objects of personal significance as inspiration for creating art (e.g., trophies, collage of family)	CR.1.6.3 Re-design objects, places, or systems that are relevant to the needs of communities (e.g., parks, trails, cities, playgrounds)	CR.1.7.3 Re-design objects, places, or systems that address problems in a specific community (e.g., parks, trails, cities, playgrounds)	CR.1.8.3 Design objects, places, or systems that are relevant to the needs of an identified community (e.g., parks, trails, cities, playgrounds)	CCRA.R.1, 7 CCRA.W.1, 2, 5 CCRA.SL.1, 4, 5

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
<p>CR.2.5.1 Develop skills in multiple art-making techniques and approaches through practice and experimentation using grade-level appropriate <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • drawing • painting • sculpture • printmaking • <i>mixed media</i> 	<p>CR.2.6.1 Demonstrate openness to using new <i>artistic processes</i> (e.g., ideas, materials, methods, approaches) using grade-level appropriate <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • drawing • painting • sculpture • printmaking • <i>mixed media</i> 	<p>CR.2.7.1 Demonstrate persistence in using new <i>artistic processes</i> (e.g., ideas, materials, methods, approaches) using grade-level appropriate <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • drawing • painting • sculpture • printmaking • <i>mixed media</i> 	<p>CR.2.8.1 Pursue ideas, forms and meanings that emerge in the process of art-making or design through experimentation, innovation and/or risk taking using grade-level appropriate <i>elements of art</i> and <i>principles of design</i></p> <ul style="list-style-type: none"> • drawing • painting • sculpture • printmaking • <i>mixed media</i> 	<p>CCRA.R.7 CCRA.W.2 CCRA.SL.2, 5 CCRA.L.6</p>
<p>CR.2.5.2 Demonstrate, with guidance, the safe and responsible use of <i>traditional</i> and/or <i>new media</i> and tools</p> <ul style="list-style-type: none"> • <i>conservation</i> • <i>norms</i> • <i>craftsmanship</i> • <i>media literacy</i> 	<p>CR.2.6.2 Demonstrate the safe and responsible use of <i>traditional</i> and/or <i>new media</i> and tools</p> <ul style="list-style-type: none"> • <i>conservation</i> • <i>norms</i> • <i>craftsmanship</i> • <i>media literacy</i> 	<p>CR.2.7.2 Justify, with guidance, the need to be responsible in the use of <i>traditional</i> and/or <i>new media</i> and tools</p> <ul style="list-style-type: none"> • <i>conservation</i> • <i>norms</i> • <i>craftsmanship</i> • <i>media literacy</i> • social media 	<p>CR.2.8.2 Justify the need to be responsible in the use of <i>traditional</i> and/or <i>new media</i> and tools</p> <ul style="list-style-type: none"> • <i>conservation</i> • <i>norms</i> • <i>craftsmanship</i> • <i>media literacy</i> • social media 	<p>CCRA.R.7 CCRA.W.2 CCRA.SL.1,4</p>

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
CR.3.5.1 Create <i>artist statements</i> using art vocabulary to describe personal choices made in art-making	CR.3.6.1 Reflect on the intended meaning of personal artwork and revise accordingly (e.g., written statements, verbal statements)	CR.3.7.1 Plan revisions for personal artwork in progress based on feedback (e.g., peer feedback, self-assessment, teacher assessment)	CR.3.8.1 Revise personal artwork based on feedback (e.g., peer feedback, self-assessment, teacher assessment)	CCRA.R.3, CCRA.W.2, 5 CCRA.SL.1, 4 CCRA.L.6

Strand: Presenting

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
P.4.5.1 Examine the roles and responsibilities of a curator in the preservation and presentation of artwork	P.4.6.1 Analyze similarities and differences associated with the preservation and presentation of works of art (e.g., 2-D work, 3-D work, portfolio, <i>digital media</i>)	P.4.7.1 Compare and contrast a variety of methods to experience <i>traditional</i> and <i>new media</i> (e.g., gallery walk, physical museum, virtual museum)	P.4.8.1 Apply student-developed criteria for evaluating a collection of art works for presentation	CCRA.R.7, 9 CCRA.W.7 CCRA.SL.1, 2, 4 CCRA.L.6

Strand: Presenting

Content Standard 5: Students will develop and refine artistic work for presentation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
P.5.5.1 Defend choices made (e.g., materials, techniques, locations) for preparing artwork for presentation	P.5.6.1 Compare and contrast a variety of methods (e.g., installations, bulletin boards, art displays) for preparing and presenting art	P.5.7.1 Develop a visual plan with multiple components (e.g., physical space, needs of the viewer, layout of the exhibit) for displaying works of art	P.5.8.1 Collaboratively prepare a theme-based exhibit including an <i>exhibition narrative</i> for the viewer	CCRA.R.1, 7, 9 CCRA.W.1, 2, 7 CCRA.SL.1, 2, 4, 5

Strand: Presenting

Content Standard 6: Students will convey meaning through the presentation of artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
P.6.5.1 Discuss the differences in meaning conveyed when art is displayed in a variety of non-traditional <i>venues</i> (e.g., local fairs, airports, banks)	P.6.6.1 Cite evidence that exhibits in museums and other <i>venues</i> present information and ideas about a specific concept or topic	P.6.7.1 Provide evidence that exhibits in museums and other <i>venues</i> communicate community history and values	P.6.8.1 Analyze the influence of art exhibitions on ideas, beliefs and experiences (e.g., political murals, poster art, street art)	CCRA.R.1, 3, 7 CCRA.W.2, 7 CCRA.SL.1, 4 CCRA.L.6
P.6.5.2 Research selected artistic works for relevant information to share with peers (e.g., <i>elements of art, principles of design, artist</i>)	P.6.6.2 Apply organizational strategies (e.g., graphic organizers, sketching, journaling) during the planning of a presentation that communicates a concept or ideas about a work of art	P.6.7.2 Design a presentation that is visually clear and compelling using images and words that communicate a concept about a work of art (e.g., PowerPoint, hands-on demonstration, video, poster)	P.6.8.2 Apply teacher-provided self-assessment tool to refine presentations of or about art for peers	CCRA.R.7, 9 CCRA.W.2, 6, 7 CCRA.SL.1, 4, 5 CCRA.L.6

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
R.7.5.1 Compare interpretations of a work of art with one's own interpretation through discussion and/or research	R.7.6.1 Examine the influence of the <i>context</i> of an artwork on its perception and value (e.g., Keith Haring art in subways, Claude Monet in museums)	R.7.7.1 Examine works of art that provide knowledge of other cultures and their values	R.7.8.1 Examine the effect of culture and environment on <i>aesthetic</i> choices and on the artistic message	CCRA.R.1, 3, 7 CCRA.W.1, 7, 8, 9 CCRA.SL.1, 2, 4 CCRA.L.6
R.7.5.2 Analyze ways that various cultures are represented by visual images (e.g., celebrations, masks, costumes, traditions)	R.7.6.2 Analyze ways that cultural images (e.g., celebrations, masks, costumes, traditions) influence artistic ideas, emotions and actions	R.7.7.2 Analyze <i>contexts</i> in which viewers encounter images that influence ideas, emotions and actions (e.g., <i>Mona Lisa</i> on a mug vs. <i>Mona Lisa</i> at the Louvre)	R.7.8.2 Evaluate <i>contexts</i> in which viewers encounter images that influence ideas, emotions and actions (e.g., <i>Starry Night</i> online, in a museum, as a print)	CCRA.R.1, 3, 9 CCRA.W.2, 8, 9 CCRA.SL.1, 3, 4 CCRA.L.6

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
<p>R.8.5.1 Analyze art by considering a variety of components</p> <ul style="list-style-type: none"> • subject matter • form • mood • <i>traditional and/or new media</i> • relevant <i>context</i> information • visual elements 	<p>R.8.6.1 Analyze art by considering a variety of components</p> <ul style="list-style-type: none"> • subject matter • form • mood • <i>traditional and/or new media</i> • relevant <i>context</i> information • visual elements • structure 	<p>R.8.7.1 Evaluate art by considering a variety of components</p> <ul style="list-style-type: none"> • subject matter • form • mood • <i>traditional and/or new media</i> • relevant <i>context</i> information • visual elements • structure • ideas conveyed 	<p>R.8.8.1 Evaluate art by considering a variety of components</p> <ul style="list-style-type: none"> • subject matter • form • mood • <i>traditional and/or new media</i> • relevant <i>context</i> information • visual elements • structure • ideas conveyed 	<p>CCRA.R.1, 3, 9 CCRA.W.1, 8, 9 CCRA.SL.2, 3, 4 CCRA.L.6</p>

Strand: Responding

Content Standard 9: Students will apply criteria to evaluate artistic work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
R.9.5.1 Differentiate criteria used to evaluate works of art (e.g., style, genre, media, cultural <i>context</i> , historical <i>context</i>)	R.9.6.1 Evaluate works of art based on personal interest, themes, and <i>venues</i>	R.9.7.1 Distinguish an evaluation based on personal criteria as opposed to an evaluation based on established criteria	R.9.8.1 Formulate a personal response which defends the evaluation of art	CCRA.R.1, 7, 8, 9 CCRA.W.1, 7 CCRA.SL.1, 2, 4 CCRA.L.6

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
CN.10.5.1 Create artwork that reflects community and/or cultural traditions	CN.10.6.1 Investigate artwork that visually documents community life (e.g., community sculptures, headstones, quilts, folk crafts, architecture) as inspiration for personal artwork	CN.10.7.1 Explore current personal interests and concerns as subject for artwork	CN.10.8.1 Create artwork collaboratively that reflects the positive aspects of group identity (e.g., t-shirt designs, club posters, sports posters)	CCRA.R.2, 3, 7, 9 CCRA.W.3, 7 CCRA.SL.1, 2, 4, 5 CCRA.L.6

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Grade 5	Grade 6	Grade 7	Grade 8	CCSS Alignment
CN.11.5.1 Examine the manner in which art is used to inform or change society or an individual	CN.11.6.1 Investigate the manner in which art and the public's response to it reflect changing times, traditions, resources, and cultures	CN.11.7.1 Analyze the manner in which responses to art reflect changing times, traditions, resources, and cultures	CN.11.8.1 Evaluate the manner in which responses to art reflect changing times, traditions, resources, and cultures	CCRA.R.1, 3, 8, 9 CCRA.W.2, 3, 7, 8, 9 CCRA.SL.1, 3, 4 CCRA.L.6

Glossary for Visual Art K-8

Aesthetic	The quality of an object that elicits a personal response to that object; ability to discriminate at a sensory level
Artistic process	General guidelines for the practice of creating art; contemplate, observe, organize, and create
Artist statement	Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork
Artistic investigation	Inquiry and exploration that go beyond pre-existing ideas generating fresh insights; new ways of seeing and knowing
Conservation	Best practices for preserving art media for the future including taking care of art materials as well as collections of art
Context	Environment that surrounds art, influences understanding, provides meaning, and connects to an event or occurrence
Craftsmanship	The quality of what a person creates with skills or dexterity using traditional and/or new media
Creative process	Process which begins with the generation of ideas where something new and valuable is created: immersion, digestion, incubation, illumination, reality and verification
Digital media	Photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device
Elements of art	The basic visual tools artists use to create a work of art: line, shape, form, texture, color, value, and space
Exhibition narrative	Description of an exhibition intended to educate viewers about its purpose
Media literacy	A framework to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy
Mixed media	Technique involving the use of two or more artistic media such as ink and pastel or painting and collage that are combined in a single composition
New media	Mode(s) of artistic expression which utilize current and/or evolving materials, tools, and technology to create works of art
Norm	Standard for expected behavior
Portfolio	A purposeful collection of an artist's own work
Principles of design	Guidelines artists use to organize the elements of art, such as pattern, rhythm and movement, proportion and scale, balance, emphasis, contrast, harmony, unity and variety
Traditional media	Mode(s) of artistic expression which utilize established material, tools, and technology to create works of art
Venue	Place or setting for an art exhibition or performance in either a physical space or a virtual environment

Contributors

The following people contributed to the development of this document:

Jennifer Cates – Atkins School District	Nikki Owens – Woodlawn School District
William Fortson – Rivercrest School District	Shannon Puckett – Genoa Central School District
Mignon Hatton – Pulaski County Special School District	Tom Richard – University of Arkansas at Monticello
Nikki Kalcevic – Bentonville School District	Blaine Sapaugh – Texarkana School District
James Kunzelman – Fayetteville School District	Robert Sibley – Brinkley School District
Cheryl McMickle – Forrest City School District	Lynn Smith – Little Rock School District
Daphne Morgan – Strong-Huttig School District	Marc Sloan – Westside Consolidated School District